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P11ctaa performance
1992 reports, 1991-92
school year

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Chapter 2 analysis of annual performance

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OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

February 4, 1993

Harold Chambers
Documents Librarian
Montana State Library
Capitol Station
Helena, MT 59620

Dear Mr. Chambers:

Public dissemination of the Elementary and Secondary Education Act, Chapter 2, annual report is a requirement of this federal grant program. Please make a copy of the 1991-1992 report available to patrons of the public library systems.

Thank you.

Sincerely,

A handwritten signature in black ink that reads "Kathleen Mollohan".

Kathleen Mollohan
Chapter 2 Specialist

Enclosure

STATE DOCUMENTS COLLECTION

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**CHAPTER 2
ANALYSIS OF ANNUAL PERFORMANCE REPORTS
1991-92 SCHOOL YEAR**

As of this date, the Office of Public Instruction has received 335 annual performance reports covering the 1991-92 school year. (Since the report form combines elementary and high school districts, the actual number of districts reporting is higher.)

In addition to submitting data required by the federal program, many districts commented on the effectiveness of Chapter 2 in improving education. Districts were also encouraged to comment on the state's administration of Chapter 2. The results are summarized below.

PART I

**SUMMARY OF COMMENTS ON EFFECTIVENESS OF
CHAPTER 2 IN IMPROVING EDUCATION
IN THE SCHOOLS**

School districts were asked if their Chapter 2 funds were being used to address high priority school improvement needs. Of the 257 districts who responded to this question, 245 said yes, and 12 said no.

Of the 335 reports, 309 responded to the request for comments on the effectiveness of Chapter 2. As in the past, districts were nearly unanimous in their belief that Chapter 2 was beneficial. The number reporting a positive or very positive impact totalled 248, and increased academic achievement was specifically mentioned by an additional 42 districts. One district reported a decreased drop-out rate. About six districts anticipated academic or other gains, but felt it was too early to tell. There were 14 neutral responses, most of them merely program descriptions.

Many comments related to an increased use of material and equipment, and to the ability to implement programs. There was a pronounced increase in the number of districts reporting a change in instructional methods. A majority of the comments were attitudinal (parents were complimentary, students were delighted, staff was appreciative, e.g.), but there was overwhelming evidence that Chapter 2 has allowed schools to implement improvements that simply would not have been possible without these funds. It is clear from the comments that a significant number of the districts are using funds in response to state and national priorities for overall education improvement. This includes coordinated curriculum development, use of technology and distance learning, and basic skill enhancement.

PART II

SUMMARY OF RECOMMENDATIONS AND COMMENTS ON CHAPTER 2 ADMINISTRATION

PART A. SUMMARY OF COMMENTS

Of the 335 returns, 193 commented on the state administration of Chapter 2. The categories below reflect the gist of these comments. The totals add up to more than 193, because of compound answers.

VERY GOOD ADMINISTRATION:	93
GOOD ADMINISTRATION:	35
ADMINISTRATION IS BECOMING INCREASINGLY MORE EFFICIENT:	8
KEEP EVERYTHING AS IT IS NOW:	13
PAPERWORK, PROCEDURES ARE EASY:	15
TOO MUCH PAPERWORK:	7
RULES ARE TOO RESTRICTIVE:	4
SUGGESTIONS AND SPECIFIC REQUESTS:	16
MISCELLANEOUS COMPLAINTS:	5
LIKES CHAPTER 2, VALUABLE PROGRAM:	27

PART B. RECOMMENDATIONS AND SPECIFIC COMPLAINTS

While most districts are very satisfied with the administration of the program, some feel there could be less paperwork, more money, simplified procedures for rural school districts. This year, one district complained about the burden of serving private schools and recommended that the Office of Public Instruction administer these programs directly.



U.S. Department of Education

STATE ANNUAL REPORT

CHAPTER 2 - FEDERAL, STATE, AND LOCAL
PARTNERSHIP FOR EDUCATIONAL IMPROVEMENT

Public reporting burden for this collection of information is estimated to vary from 3 (LEAS) to 20 (SEAs) hours per response, with an average of 3.1 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1810-0549, Washington, D.C. 20503.

Any State which desires to receive grants under this chapter shall submit to the Secretary an application which provides for an annual submission of data on the use of funds, the types of services furnished, and the students served under this chapter. (Section 1522(a)(6)(A) of Title I of ESEA).

The State has the option to use this model form to report the data required by statute, or to provide these data to ED through other means.

SCHOOL YEAR 91-92

Montana Office of Public Instruction

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

Room 102, State Capitol, Helena, MT 59620

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT

Kathleen Mollohan

TITLE

Chapter 2 Specialist

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

(406) 444-4317

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.

Kathleen Mollohan

SIGNATURE

Chapter 2 Specialist

12/1/92

TITLE

DATE

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202**

**INSTRUCTIONS FOR COMPLETING STATE ANNUAL REPORT
(CHAPTER 2 FEDERAL, STATE, AND LOCAL PARTNERSHIP
FOR EDUCATIONAL IMPROVEMENT)**

PART I. BASIC INFORMATION

ITEM A. Enter the number of local educational agencies (LEAs) that received Chapter 2 grants.

ITEM B. Enter the number of LEAs that used that portion of their Chapter 2 allocations generated by children requiring higher educational costs to schools enrolling those children as provided in Section 1512(c) of the statute.

ITEM C. Enter the number of private, non-profit schools that received services/items purchased with Chapter 2 funds.

PART II. USE OF FUNDS

ITEM A. Enter the total amount of funds the State educational agency (SEA) budgeted for each program purpose category listed (including program administration).

ITEM B. Enter the total amount of funds the LEAs budgeted for each program purpose category listed (including program administration).

PART III. TYPES OF SERVICES

ITEM A. Enter the number of student participants who received each category of service as (a) public school students, or (b) nonpublic school students. This is a duplicated count of students. For training programs enter the number of staff participants. Use State definition for grade span groupings.

ITEM B. Enter the number of districts which provided each category of service by enrollment size categories. This is a duplicate.

ITEM C. Provide abstracts of Chapter 2 State or local projects which include descriptive and evaluative information. No more than 10 abstracts are necessary.

ITEM D. Enter the number of full-time equivalent LEA staff during the school year funded by Chapter 2 according to job category.

ITEM E. Enter the number of full-time equivalent SEA staff during the school year funded by Chapter 2 according to job category.

ITEM F. Enter the number of full-time equivalent SEA staff working on Chapter 2 but paid from other funds.

PART I. BASIC INFORMATION

MONTANA

STATE NAME

For the period covered by this report

A. Give the number of Local educational agencies (LEAs) receiving Chapter 2 funds 510

B. Give the number of LEAs which allocated funds generated by the presence of children whose education entails a higher than average cost to schools enrolling those children 418

C. Give the number of private schools receiving Chapter 2 services for their students 56

PART II. Chapter 2 Use of Funds

For the period covered by this report:

A. Give the amount of STATE Chapter 2 funds budgeted for each of the following program purposes:

1. Programs to serve students at risk whose education entails higher than average cost
2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructional/Educational Materials
3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members
5. Programs to enhance personal excellence and student achievement including:
 - a. Ethics
 - b. Performing & creative Arts
 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)
6. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)
7. Administration of the Chapter 2 Program

	Amount Budgeted	
	Public	Non-Public
1	\$ 7,949	\$
2a	\$ 39,746	\$
b	\$	\$
c	\$	\$
3a	\$	\$
b	\$ 188,575	\$
4	\$ 84,792	\$
5a	\$	\$
b	\$ 10,599	\$
c	\$	\$
d	\$	\$
e	\$	\$
f	\$	\$
g	\$	\$
6a	\$ 10,599	\$
b	\$	\$
c	\$	\$
d	\$	\$
e	\$ 7,949	\$
f	\$	\$
7	\$ 88,421	\$

L Give the amount of LOCAL Chapter 2 funds budgeted for each of the following program purposes:

L Programs to serve students at risk whose education entails higher than average cost

2. Programs to acquire and use:

- a. Library Materials
- b. Computer Software/Hardware
- c. Other Instructional/Educational Materials

3. Innovative programs:

- a. Schoolwide Improvement
- b. Effective schools programs

4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members

5. Programs to enhance personal excellence and student achievement including:

- a. Ethics
- b. Performing & creative Arts
- c. Humanities
- d. Physical fitness
- e. Comprehensive Health Education
- f. Community Service
- g. Other (Specify)

6. Programs to enhance school climate and educational programs including:

- a. Gifted & Talented Programs
- b. Technology Education
- c. Early Childhood Education
- d. Community Education
- e. Youth Suicide Prevention
- f. Other (Specify)

7. Administration of the Chapter 2 Program

Amount Budgeted
Public Non-Public

1	• 133,739	• 968
2a	• 208,845	• 13,612
b	• 489,071	• 8,875
c	• 100,683	• 13,803
3a	• 64,286	• 79
b	• 144,621	• 3,034
4	• 495,657	• 6,404
5a	• -0-	• -0-
b	• 27,993	• 3,115
c	• 3,148	• -0-
d	• 5,007	• -0-
e	• 3,376	• -0-
f	• -0-	• -0-
g	• 2,618	• -0-
6a	• 42,213	• 638
b	• 28,072	• 857
c	• 731	• 985
d	• 4,102	• -0-
e	• -0-	• -0-
f	• 13,819	• 437
7	• -0-	• -0-

PART III. Types of Chapter 2 Services Furnished

For the period covered by this report:

A. Give the number of Chapter 2 student participants in local Chapter 2 projects by type of service and public/nonpublic designation. For training programs give the number of participating staff.

1. Programs to serve students at risk whose education entails higher than average cost

2. Programs to acquire and use:

- a. Library Materials
- b. Computer Software/Hardware
- c. Other Instructional/Educational Materials

3. Innovative programs:

- a. Schoolwide Improvement
- b. Effective schools programs

4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members

5. Programs to enhance personal excellence and student achievement including:

- a. Ethics
- b. Performing & creative Arts
- c. Humanities
- d. Physical fitness
- e. Comprehensive Health Education
- f. Community Service
- g. Other (Specify)

6. Programs to enhance school climate and educational programs including:

- a. Gifted & Talented Programs
- b. Technology Education
- c. Early Childhood Education
- d. Community Education
- e. Youth Suicide Prevention
- f. Other (Specify)

PARTICIPANTS

Public

Nonpublic

	TOTL PRE-K	ELEM	SEC	TOTL PRE-K	ELEM	SEC
1	9569	8483	1386	77	77	0
2a	36298	2131	9857	2354	924	430
2b	1,115	459	13310	310	426	384
2c	2743	23193	2403	245	1641	301
2d	26613	22005	4608			
3a	35041	21020	8031	587	376	213
3b	11458	9642	2816	221	164	60
4						
5a	0	0	0	0	0	0
5b	3058	3440	219	311	0	311
5c	338	211	127	0	0	0
5d	440	411	35	0	0	0
5e	636	508	128	0	0	0
5f	20	0	20	0	0	0
5g	992	301	511	0	0	0
6a	3416	3228	188	0	0	0
6b	3721	3430	485	45	45	0
6c	56	56	0	104	0	0
6d	1136	1096	40	0	0	0
6e	0	0	0	0	0	0
6f	2712	2447	265	35	35	0

B. Give the number of participating DISTRICTS by type of service and enrollment size

Number of Districts with enrollment sizes:

	below 500	500- 2485	2500- 3888	10000- 24882	38000 & over
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1. Programs to serve students at risk whose education entails higher than average cost
2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructional/Educational Materials
3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members
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 - a. Ethics
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 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)
6. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)

	32	7	3	1	0
1					
2a	159	18	2	1	0
b	206	23	4	1	0
c	97	12	3	1	0
3a	41	3	4	1	0
b	21	3	3	1	0
4	93	28	7	1	0
5a	0	0	0	0	0
b	38	6	1	0	0
c	4	0	1	0	0
d	10	0	0	0	0
e	6	0	0	0	0
f	1	0	0	0	0
g	8	0	0	0	0
6a	10	8	0	0	0
b	14	6	0	0	0
c	5	1	0	1	0
d	5	1	0	0	0
e	1	0	0	0	0
f	10	2	1	0	0

C. Attach descriptions of some Chapter 2 Local and/or State projects including any evidence of effectiveness (optional)

D. Give the number of staff supported by LOCAL Chapter 2 funds.
Report in Full-Time Equivalents (FTEs) by Job Classification

FTEs

1	FTEs
a	0.1
b	2.9
c	0.5
d	4.4
e	1.1
f	3.3

1. Job Classification

- a. Administrators (non-clerical)
- b. Teachers
- c. Teacher Aides
- d. Staff Providing Supporting Services (non-clerical)
- e. Clerical Staff
- f. Other (Specify)

E. Give the number of staff supported by STATE Chapter 2 funds.
Report in FTEs by Job Classification

FTEs

1	FTEs
a	.5
b	.75
c	.75
d	0.0

1. Job Classification Chapter 2 Administration

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

FTEs

2	FTEs
a	4.45
b	.3
c	1.15
d	0.0

2. Job Classification Chapter 2 Technical Assistance

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

0.0

F. Give the number of FTE State staff working on Chapter 2 administration
but supported by other sources

